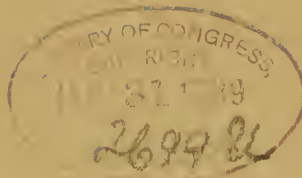


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University and School Extension.

ENGLISH LANGUAGE (COURSE A).

GEORGE LYMAN KITTREDGE,

1889.

Harvard University.

Press of J. J. Little & Co.
Astor Place, New York.

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SHAKSPERE.

Prescribed Reading.—King Lear, King Henry IV., Parts I. and II., Macbeth, Julius Cæsar.—Dowden's Shakspeare (in the series of Literature Primers edited by Green. N. Y., Appletons).

For the plays, Rolfe's edition (N. Y., Harpers,) is to be used.
The following passages are to be committed to memory :—

King Lear, Act 1, Scene 4, lines 257–280 (p. 67). Act 2, Scene 4, lines 213–226 (p. 90). Act 3, Scene 2, lines 1–24 (p. 96 f.). Act 4, Scene 6, lines 11–27 (p. 126). Act 5, Scene 3, lines 8–17 (p. 142).

Henry IV., Part I., Act 1, Scene 3, lines 29–69 (p. 45 f.). Act 2, Scene 4, lines 361–444 (p. 76 ff.). Act 3, Scene 1, lines 120–162 (p. 86 f.). Act 5, Scene 1, lines 126–end (p. 119).

Henry IV., Part II., Act 3, Scene 1, lines 1–31 (p. 78 f.). Act 4, Scene 5, lines 93–138 (p. 114 f.).

Macbeth, Act 1, Scene 5, lines 36–68 (p. 61 f.). Act 2, Scene 1, lines 33–64 (p. 68 f.). Act 4, Scene 1, lines 1–68 (p. 97 ff.). Act 5, Scene 5, lines 1–28 (p. 122 f.).

Julius Cæsar, Act 2, Scene 1, lines 10–34 (p. 55 f.). Act 4, Scene 3, lines 1–123 (p. 98 ff.).

Of Rolfe's Introductions, such parts as treat of the history of the plays and the sources of the plots are to be carefully studied. The "critical comments" may be cursorily read, but should be used by the student as suggestions only, not as dicta which he is to follow blindly in forming his opinion as to the excellence of the plays. In so far as these comments set the student thinking, they are good for him. If he allows them to take the place of independent judgment, he had better leave them unread.

The student is expected to make himself familiar with the subject matter of each play, so as to be able to write from memory a clear and concise summary of the plot.

In studying the text of the plays, the student should consult the notes with care, leaving no passage until he is sure he understands it. When parallel passages from Shakspeare are cited to illustrate the use of a word or a phrase, these passages should be looked up and carefully compared. The student should never content himself with generalities, or be satisfied until he is sure he understands just what Shakspeare means in a given place. There is little difficulty in learning the meanings of obsolete words. Words not obsolete, but used by Shakspeare in a sense different from their present meaning, are much harder to deal with. In such cases, the student should take great care not to misunderstand the passage by taking words in their modern sense. Rolfe's notes will in general supply the necessary information, but the student should, if possible, have access to a copy of Dr. Alexander Schmidt's *Shakespeare-Lexicon* (Berlin and London, 2 vols.), which can be obtained in New York for about eight dollars. This book is not indispensable, but a single copy purchased for the

use of a club or reading-circle will be of the utmost value to all its members.

The student is advised to underline in his text all words as to which he finds it necessary to consult a note, and to add brief marginal explanations. These he will find of great assistance in his reviews, which should be frequent and thorough. If a reading-circle is formed, these reviews might well be conducted by some member selected as instructor for the nonce. The aim of the student should be so to fix in his memory Shakspeare's words and expressions as to be able to explain them apart from the context.*

Dowden's Shakspeare Primer will supply all necessary information about Shakspeare's life and literary activity. It should be studied with care. Pages 158-167 may be omitted.

The weight of the *examination* will fall upon the interpretation of words, phrases, and passages from the plays prescribed. Questions will be asked to test the student's knowledge of Dowden's book, but correct answers to these questions will not offset failure in more important matters. The main object of the course is to study Shakspeare, not to learn facts about his life.

[*Works of Reference.*—The following are not indispensable, but will be found useful by such students as have access to them :

Furness's Variorum Shakespeare (Philadelphia, Lippincott).

* Corrupt passages, and passages of which the editors have found no reasonable explanation, should be pondered by the student, but should not keep his attention too long from more important matters. Such passages are, for example, "All cruels else subscribe" (Lear, Act III., Scene 7, line 64, see Rolfe's note, p. 231), "If trembling I inhabit" (Macbeth, Act III., Scene 4, line 105, see Rolfe's note, p. 219).

Of the plays required in this course, only King Lear and Macbeth are as yet included in the edition.

Abbott's Shakespearian Grammar (N. Y., Macmillan).

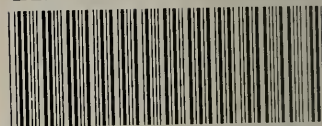
Constantly cited in Rolfe's notes.

Hudson's Life, Art and Characters of Shakespeare, 2 vols. (Boston, Ginn & Co.).

This book will be found very useful. It contains not only much sound and suggestive criticism, but also an Historical Sketch of the English Drama and a chapter on Shakespeare's Contemporaries.

For Etymology, the most serviceable book is Skeat's Etymological Dictionary. The large edition costs about ten dollars, but the smaller (Skeat's Concise Etymological Dictionary), which may be had for about \$1.50, will suffice for ordinary use.]

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